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relations between university and secondary schools, (2) of the relations between scholars and educators, and (3) of the appreciation of the teaching profession. The teacher of modern languages will be interested in essays on etymology and on the preparation of teachers for modern-language instruction.

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*The Unfolding of Personality as the Chief Aim in Education: Some Chapters in Educational Psychology.* By THISELTON MARK. Chicago: The University of Chicago Press, 1911. Pp. 224. \$1.00.

The aim of this book may be said to be to survey the chief sources of developing personality and to point out the ways in which the educator may influence the process of development. In the pursuit of this aim the author first describes the hereditary or instinctive basis of the mental life. He finds four general capacities forming the "original nucleus of personality," namely, "spontaneous activity, tendency to develop according to the standard of the species, modifiability by environment, and capacity for the ideal." The "tendencies to develop according to the standard of the species" are described more fully in three chapters on man's instinctive tendencies, classified as motor, intellectual, and affective. The discussion of intellectual and affective instinctive tendencies includes more than is usually termed instinct. In the intellectual realm, for example, are included the capacity for attention and for retention. Under affective instinctive tendencies are discussed, besides fear, anger, affection, and so forth, the sense of inner freedom and the instinct of efficiency. While these and many other discussions go beyond the scope of the topics usually treated in child psychology, they are stimulating and suggestive—perhaps partly because of their novelty.

While the chapters on the instincts touch incidentally upon their relation to education, this is treated more explicitly in the following chapter. The manner in which experience, and education in particular, blends with instinct to produce mental development is illustrated from the fields of curiosity, imitation, habit, speech, and so forth. For example, to the usual laws of habit-formation is added another: "If, then, we wish to build up a new habit in ourselves or in others, our first reliance must be upon such instinctive tendencies as will lead in the same direction." As this quotation suggests, the author, while writing for teachers and recognizing the part which their efforts play in the child's development, emphasizes strongly the importance of the pupil's native tendencies. The part of the teacher is to give direction to the child's instinctive impulses, but largely in an indirect manner, and he is to conceive his task to be to use the sources of energy which are native to the child rather than to create any new energy.

This emphasis on the child rather than the teacher is exemplified in the discussion of self-determination as one of the essential processes in development. Self-determination means for the author both the determination of courses of action and the determination of the direction in which the self shall develop. The conclusion is reached that the ability to appeal from the present impulse to an habitual self, or to a progressive self which goes beyond the habitual self, is a real ability, and is the essence of moral action, and hence essential in the unfolding of personality.

The final chapters upon the subconscious and the intuitional elements in experience make an excursion into the speculative field in order to complete the account

of the resources of personality. While subconsciousness comprises the deeper-lying tendencies which spring from forgotten experiences, racial or individual, intuition introduces us to realms of truth beyond that which comes from past experience by bringing us into contact with the infinite. In the light of such conceptions the teacher is to regard the child.

The arrangement of topics and progress of thought in the book is clear, with the exception of two chapters which have not been mentioned. These are upon self-identity and the continuity of the mental life. They are both theoretical in character, do not seem necessary to the continuity of thought of the book, and have little if any educational bearing.

In general style the book does not make much concession to the general reader. The discussion follows a good many windings in its treatment of the views of individual writers. Instead of following a clearly defined plan and subordinating to this plan the views of authors to whose writings reference is made, the arguments of the different authorities who are referred to are rather confusedly patched together. This is notably true in the chapter on feeling. From the point of view of the critical student this may not be a disadvantage, but it renders the book unsuitable for use as a general text or for wide popular reading. The book will serve to present to the advanced student a very suggestive discussion of some of the important factors and processes in the child's mental development and to emphasize mental development as a unitary process which consists in the unfolding of personality.

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*Historical Research: An Outline of Theory and Practice.* By JOHN MARTIN VINCENT. New York: Henry Holt & Co., 1911. Pp. v+350. \$2.00.

Many American teachers of history, even in the higher institutions of learning, have in the past known little about the methods of historical research. While the undergraduate student in physics, chemistry, or biology has, as a matter of course, received some training in the methods of his science, the graduate student of history has usually been vouchsafed little more than an incidental glimpse into the really scientific methods of historical investigation. He could scarcely fail to know that there were some established principles and definite processes by which historical knowledge was extracted from the sources, but just what they were has commonly remained a mystery. This ignorance may partly be explained by the fact that the sources for American history can often be utilized without subjection to all the processes of historical criticism, and also by the fact that nearly all the systematic discussions of the methods of historical investigation have been written in foreign languages.

The fragmentary literature in English on this subject receives a useful addition in Professor Vincent's *Historical Research: An Outline of Theory and Practice*. This is the first attempt to offer in English a systematic presentation of the entire subject of historical investigation. The book is based on the more extensive works in German and French, and gives their substance in brief and useful form.

The eight chapters on external criticism make clear the need for it and give illustrations showing how its problems are solved. The auxiliary sciences are properly treated as subsidiary to external criticism and their relation to it made plain. These chapters on diplomatics, chronology, and the seals of documents are all interesting